

**DEVELOPMENT AND STANDARDIZATION OF
PROFESSIONAL COMMITMENT OF STUDENT-TEACHER SCALE**

Project Report Submitted to Internal Quality Assurance Cell



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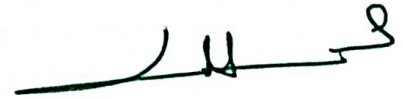
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CERTIFICATE

Certified that the project entitled 'Development and standardization of professional commitment of student-teacher scale' is a record of project work done by Dr. S.Malathi, Principal Investigator and Dr K.Vijaya Co-investigator, during the academic year 2019-2020 and that the project has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or similar other titles and that is an independent work done by the investigators.

Place : Chennai
Date:



Dr. S. Chamundeswari
Chairperson
Internal Quality Assurance Cell

DECLARATION

We hereby declare that the project entitled **Development and standardization of professional commitment of student-teacher scale** submitted to Internal Quality Assurance Cell is our original work and the project has not formed the basis for the award of any degree, diploma, associateship, fellowship or similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place : Chennai
Date : 28.5.2020

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DEVELOPMENT AND STANDARDIZATION OF

PROFESSIONAL COMMITMENT OF STUDENT-TEACHER SCALE

1.1 Introduction

Historically speaking, the field of education has a tendency to be viewed by prospective teachers as a career choice that pays a respectable salary and comes with a built-in three-month summer vacation. Additionally, some individuals may view teaching as an “easy” profession because they attended school and watched their own teachers in action. In reality, educating children and young adults requires not only extensive training, practice, and skills, but also a number of personal commitments that teachers must embrace if they are to succeed in the field and ultimately leave a positive and lasting impression on their students.

Teacher forms the pillar of any education system and prevailing a supreme place in the current society. The teacher’s role and commitment is a primary mechanism yields to be the utmost prominent one which develops human skills. So teacher plays a significant role at different levels and modelling the future of students. Thus economic prosperity, resourcefulness, intellectual dynamism of a nation depends upon the quality of a teacher.

In this new era of information technology and economic globalization, knowledge becomes the driving force of nearly all types of economic, social, and political developments at different levels of country. In this context and in facing up the challenges in the new century, education in general and school education in particular is the key for the successful future that can build up the necessary knowledge forces among young generations and citizens for rapid local and global developments in different areas. Technological advancements and innovations have changed the scenario. Rapid and pervasive integration of information technologies in our lives have prompted an increase into their potential role in education system providing students with many alternatives of acquiring knowledge of subject matter content besides solely dependent on their teachers. As a result, schools and teachers have to face numerous new changes, uncertainties and challenges.

Traditionally teachers are perceived mainly as the knowledge providers to students. But now, teachers are expected to assume a new major role as a facilitator in supporting students' learning process and developing students' multiple intelligences and lifelong learning abilities. Owing to rapid advancements in teaching methods, teachers also need to put extra efforts besides giving formal instruction to students. In this regard, the views of Elliot and Morris (2001) are quite acceptable. They emphasized that teachers themselves also need to be a lifelong learner; be able to articulate their teaching with the new paradigm of learning; be adaptive and flexible in dealing with a new brand of students comprising different age groups of diverse ethnicity and with a wide range of prior knowledge and background; and be conversant with the new technologies which are developing rapidly at an ever increasing speed. Moreover, teachers are also expected to network and work with peer teachers, students, parents, other experts and the community so that teaching and learning can extend beyond the boundaries of one class or one school to an entire network of local and international leaders.

In the present scenario, teachers' work is complex, and located in contexts that are both demanding (of knowledge, classroom management and teaching skills) and emotionally and intellectually challenging (Day, 2004, p.13). Day (2004, p.13) further advocated that teachers are confronted in their work by a number of external imperatives that lead to contradictory demands: on the one hand, there is growing recognition of the importance to the economy, to life-long education, and to the society, of teamwork and cooperation, tolerance and mutual understanding. On the other hand there is an increase in alienation of students from formal schooling increasing emphasis on competition and material values and growing inequalities, deepening social differences and breakdown in social cohesion (UNESCO, 1996; Bentley, 1998). Owing to extreme pressures of the multitasks and contradictory demands, there is a possibility that teachers may feel high amount of stress, emotional imbalances and even they may feel maladjusted which ultimately affect their performance. Therefore it is very important for a teacher to be effective enough in coping with these circumstances and to maintain their efficiency in extreme pressures of their strenuous jobs. This could be achieved by integrating professional

as well as personal skills and then applying them in teaching learning process thereby improving the quality of education.

The National policy on education, 1986 has rightly stated, “In the context of the unprecedented explosion of knowledge higher education has to become dynamic as never before constantly entering uncharted areas. Being at the apex of educational pyramid, it has also a key role in producing teachers for the educational system and for maintaining the various departments and organizations .Since the teacher is the pivot of the entire educational system and he is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need to be made for motivating teachers to become innovative and creative. In the past days people believed that good teachers is born. But now in modern period this notion among the people has already been changed. It means now they agree with the statement that, “Teachers are made not born” and for this teaching is regarded as profession and teachers are professional.

Teaching as a profession is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. For enabling them to play their roles effectively, a sound professional training is needed for them. The cause is that continuous, planned and systematic training and continuous education equips the teachers with adequate knowledge and skills to perform their professional functions. So, Professional training of teachers occupies a significant role in the modern educational theory and practices. Professional training of a teacher implies his/her mastery in knowledge of the subject, in pedagogy and teaching techniques, in his/her love and dedication for his/her best to the world of learning and to the society and above all to develop the ability to carry the whole world along with it and march ahead to the future. This professional preparation of teachers is known as teacher education program. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other.

Pre-service teacher education program is meant for preparing fresher for the teaching profession. The areas of concern for pre-service teacher education program decided by the respective Board of Studies of various universities and Boards of

Secondary Education, Consequently the curriculum design for teacher education program differs from university to university. The in-service teacher education program is meant for teachers in-service for their professional growth and development so that they will be able to discharge their duties and responsibilities more effectively.

Teacher education is no longer a training process but an education strategy for enabling teachers not only to teach successfully, but also to inspire and infuse the students with commitment and concern for their well-being. Although the objectives of teacher education vary from one stage to another, the general aims of teacher education is to prepare right kind of teachers with adequate consciousness and concern for the society and individuals under his responsibility. Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Thus teacher education seeks to prepare good teachers providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitudes and interest for effective teaching and to inculcate in the trainees the desired ideals and behavioral patterns of the society in which we live. It aims to develop certain attitudes, values and interests in conformity with ideals of democracies, socialism and secularism. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioral challenges in pupils under their charge. A sound program for professional education of teachers is essential for the qualitative improvement of education.

To improve the quality of teacher education, we should not only see what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place of this pious task of preparing future teachers. It is of vital importance that teacher educators internalize their changing roles and make them ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But teacher educators can play such type of role effectively only if they are committed to their profession. Commitment on the part of teacher educators essentially consists not only in doing their best for introducing

teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession.

The organizational behaviour literature has shown that teachers' intentions to continue in their career are related to work and professional attitudes. Professional commitment is one of the important factors in this context. This branch of research is in conjunction with person-organization fit theory. Cross-sectional studies have shown that the degree of fit between employees and organizations is positively associated with professional commitment (Perry et al., 2016). Individuals who find greater commonality between their personal beliefs and their profession are more likely to hold a high level of professional commitment. These employees tend to remain in their profession (Saatcioglu, 2020). Given the high proportion of attrition among teachers at the beginning stages of their career and the negative consequences of this decision for the school system, educational leaders have long strived to secure the professional commitment of teachers. The reasons why teachers remain committed to the teaching profession can be markedly different. This study aiming to explore the predictors of Student teachers' professional commitment. The outcomes may help educational leaders nurture professionally focused teachers.

1.2 Teaching as a profession and development

Teaching is a process in which educators have an inevitable role. It is even true to say that the awareness and curiousness of some educated people about their environment and the events happening around them have created the act of teaching, because they have wished to share their own experiences on the objects or phenomena with the people around them. In the course of time, this has turned into a system that we have been calling education". Wherever we go, although the way how people teach, that is to say their methodology and styles, changes, there is one thing remaining the same; it is the need for teaching. Each society today, as in the past times, has given a very important significance to the act of teaching and those societies who have made the greatest investments in the education and educators are the ones that are ruling the world today in terms of philosophy, technology, policy and methodology. In a world in which technology bears a

paramount place; capitalism dominates on the many ideology; the life is flowing very fast and distances are getting narrow so is the culture, the educators are supposed to adapt themselves to the needs of the age. This adaptation requires a commitment to the profession of teaching to able to promote the success of the students, the educator himself or herself and the education itself. In other words, any educator without being committed to the teaching will not be able to cope with others; either she or he will remain in the same level or place, or she or he will be squeezed under the realities and changes of the current era

Teaching is classified as profession. Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. The meaning of teachers' development is located in their personal and professional lives and in the policy and school settings in which they work. Teachers are at the heart of the educational process. The greater the importance attached to education as a whole whether for cultural transmission, for social cohesion and justice, or for human resource development so critical in modern, technology-based economies the higher is the priority that must be accorded to the teachers responsible for that education (Christopher, 2002).

As professionals, teachers view the school in which they work as a place of learning and development. For all members of the school community learning and development are central to the process of schooling. Professional development is the development of teachers and support staff to enhance their knowledge and understanding, and their skills and abilities to improve the quality of teaching and learning (Sonia, 2003). Good teaching is not just a matter of being efficient, developing competence, mastering technique, and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with pleasure, passion, creativity, challenge, and joy (Hargreaves, 1995 as cited in Christopher, 2002).

Professional development will: enhance and improve professional knowledge and understanding, skills and abilities, improve each teacher's ability to teach and, therefore, their pupils' opportunity to learn and clarify professional beliefs and values.

Different authors recognized that teachers as professionals should possess different skills, knowledge, disposition, and values. The skills include general pedagogical knowledge, subject matter knowledge, pedagogical content-knowledge, knowledge of student context and disposition, knowledge of strategies (techniques and tools to create and sustain learning environment), knowledge and attitude that support political and social justices, and knowledge and skills on how to implement technology in curriculum (Villegas-Reimers, 2003).

Despite these crucial roles, teaching has struggled in the world of the professions. It is neither as prestigious nor as well paid as other occupations, such as medicine, accounting, architecture, and law, which are openly recognized as professions. Many historical reasons account for this situation. Teaching is characterized by high degrees of government oversight, bureaucratic organization, and low status (Danielson, 2007).

1.3 Meaning and Concepts of Commitments

In the literature, it is possible to find various definitions of the commitment. Buchanan (1997) defined the commitment as the fact that an individual feels an emotional connection to an organization in terms of the goals and values of the organization without expecting any interest (as cited in Meyer & Allen, 1997). Similarly, Celep (2000) also makes the definition of the commitment as it is the attitudes of an individual towards the organizational values and goals beyond the formal and normative expectations of an organization. Commenting on these definitions in terms of education, it can be inferred that the education system is the organization on the top; the individual is the educator; formal and normative expectations of the organization is the process of teaching and learning; and the attitudes beyond the formal and normative expectations refer to the commitment, enthusiasm, and passion of an educator towards the regular educational processes and the learners.

On the other hand, Altun (2017) handles the concept of commitment from a direct perspective of education. He expresses that teacher commitment has been considered as a passion to the work. Passion is at the core of effective learning

and teaching. Mart (2013) argues that passionate teachers are distinguished by their commitment to achievement of their students. Considering this definition of commitment, it is likely to say that the commitment is to dedicate one's self to the task, job to be performed. It can be a physical or non-physical effort; however, it requires the readiness of mind to do the action. In this sense, when we talk about any committed teacher, we understand that she or he is both physically and spiritually ready to do the act of teaching. In other words, the motivating power in his or her spirit is complete to push the educator to take the necessary steps to teach. Here, the focal point is that the committed teacher is an educator with passion, desire, enthusiasm and dedication

The strength of any profession depends up on the degree of commitment of its members. Teaching is no exception, this means that the strength of teaching profession depends up on the commitment of the teachers. A committed teacher is one whose behavior is consistent with his philosophy of education (Raymond, 1964).

Even though committed teachers differ from each other in many ways, each has the following common characteristics: Desire to be a good teacher: Perhaps the most important characteristics of a com-mitted teacher is that he/she wants to teach and he/she wants to do this well. The com-mitted teacher enjoys working with children and youth and has a strong desire to help each person develop his full potential. Is more than purveyor of facts: The committed teacher realizes that education is more than accumulation of factual information, The presentation of such information can perhaps more effectively accomplished by the utilization of teaching machines, television, and other technological devise.

Commitment is a psychological attachment to an organization in which people give their loyalty to its values and goals. Teacher commitment is the emotional bond teachers demonstrate toward their work. Teacher commitment has been recognized as one of the most critical factors in effective teaching. Thereby, teachers with high level of commitment can make a difference to the learning and achievement of their students. Committed teachers are affiliated with the school they work for and they invest their time and energy in promoting their school. Teacher commitment is

associated with creating an effective learning environment in which students enhance their abilities for greater achievement.

Teacher commitment is an internal force that drives teachers to show enhanced job performance (Tsui & Cheng, 1999). In the same vein, passion that committed teachers have, is caring and learning new things. Passion is motivation and seeking for the new. It is the inclination somebody shows towards an activity in which he/she invests time and energy (Carbonneau, Vallerand, Fernet & Guay, 2008). Learning, experiencing new things and passion are closely related to each other. Day (2004) states that passion is associated with hope, commitment, caring and enthusiasm. Passion is a significant factor as it inspires and motivates teachers.

Passionate teachers are characterized by excitement about ideas that can change the world for the better, enthusiasm that can make a difference to achievement of learners and commitment to their intellectual capacities and work performance. Thus, passionate teachers always seek to bring about change not only in their teaching profession but also promoting learning. They like the job they are performing (Zehm & Kottler, 1993). It should be noted that passion is one of the most critical factors for effective education. Passion sustains enthusiasm and energy of teachers for the teaching profession. It contributes to creativity; hence passionate teachers have more thinking skills and can come up with new ideas. A strong connection between passion and teacher commitment has been drawn (Day, 2004). Teacher commitment includes commitment to the school, students, teaching profession and professional knowledge (Tyree, 1996; Yong, 1999; Huber, 1999).

Commitment is a very important characteristic; therefore, it is a paramount need for the profession of teaching. A committed teacher is never satisfied with what she or he already has; rather always seeks for the new ideas and ways to contribute to the students. A committed educator will have the passion and enthusiasm for teaching and learning, as well. As she or he develops himself or herself, this fact will have a direct result on the learners' academic success and personal development. Such a teacher will be successfully able to create authentic and effective learning and teaching and consequently, the learning process as well as the teaching will be facilitated automatically and this will promote both the potential of

the students and learners. This study puts a light on the committed teachers and effects of commitment on the process of learning and teaching.

1.4 Teacher Commitment and Effective Teaching

Committed teachers are those who have excitement, passion, desire, enthusiasm and energy. Thanks to these adjectives, such educators are ready to challenge to alter the things in their environment; create a difference in terms of their methodology and profession of teaching. Due to their commitment to the teaching and learning, they will be able to generate something new, something permanently-changing and something authentic. As Zehm and Kottler (1993) mentioned, those teachers carrying such passion of commitment will always seek for more in teaching and learning, because they are fond of the profession they are holding. Likewise, Serin (2017) stated that one of the most important elements in the development of passion for teaching is the commitment and dedication of teachers to students and their learning. Passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. According to his perspective, committed teachers can create a difference thanks to their dedication to their profession.

It is to state that commitment is one of the overwhelming characteristics of the educators who have left an unforgettable impact upon their learners. According to Huber (1999), such educators will have strong bonds with the school, learners and their profession. Such a commitment contains passion, enthusiasm, motivation and dedication to the job and tasks to be performed and the outputs of this dedication will be automatically visible in the academic successes of the learners. A committed teacher is never satisfied with what she or he already has; rather always seeks for the new ideas and ways to contribute to the students. A committed educator will have the passion and enthusiasm for teaching and learning, as well. As she or he develops himself or herself, this fact will have a direct impact on the learners' academic success, as said above, and personal development. Such a teacher will be successfully able to create authentic and effective learning and teaching and, consequently, the learning process as well as the teaching will be facilitated automatically and this will promote both the potential of the teachers and learners.

Hargreaves (1997) suggests that teaching is a pedagogical phenomenon and an uncommitted teacher will not be able to show sufficient achievement, because the educator is the one guiding the learner into the success. In this sense, if the educator himself or herself lacks the commitment and the passion which is highly required, then the learner will not yield as expected. In other words, the organizational expectations will not be fulfilled due to the lack of dedication to the job description of the profession. Some scholars have mentioned that such teachers equipped with the peculiarity of commitment, passion and zeal can give enough courage to the learners to do better because their success is subject to the fact that they are keen, willing and careful (Hansen, 2001).

1.5 Role of Commitment in Learning and Teaching

Commitment is one of the adjectives which are indispensable ones for any educator. As claimed by Day (2004), there are some items that can be optional for education, but a committed passion is not one of those for the process of education. Passion creates motivation, hence encourages teachers to act (Vallerand, 2007). For this reason, passionate teachers can create excitement that influences learning. Hargreaves (1997) emphasizing the link between learning and education argues that all pedagogical approaches fail unless passion is created in the classroom. Passionate teachers like their job, and they are aware of the effect of passion on student success. The influence of passion for learning and teaching is indisputable, for this reason passionate teachers are always in an effort to increase student achievement. Hansen (2001) defines passionate teachers as people who truly believe that teaching energizes them compared with those who have lost faith and put less effort into their jobs. An enthusiastic teacher can encourage students and turn them into passionate individuals to achieve more successful outcomes.

Fink (2003) states that when students attach importance to something they become more energetic and willing to learn. One of the most important elements in the development of passion for teaching is the commitment and dedication of teachers to students and their learning. Passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn. Fox (1964) states that the power of a profession is measured by the commitment of those

who do it and he goes on to say that it is the same with teaching. Fox emphasizes that passion is a distinctive feature for teachers and that it has a positive effect on student achievement. Kushman (1992) found a link between teacher commitment and student achievement. Fried (2001) supports this idea by saying that there is a relationship between passionate teaching and quality education.

The reasons can be listed as follows:

- The students discerning the enthusiasm of the teacher will be much more interested and careful and the teaching will not be something to be done by push, rather a product with inspiration
- The commitment helps teacher to create a collaborative environment through the effective methodology, and in such an environment, a natural interaction is established between the learner and teacher.
- The passion and commitment will increase the active participation of the students in the lessons, because of the interaction and motivation provided by the teacher.
- Not only the implementers of education but also the learners will carry the education out of the four walls of classroom due to the mutual self-respect occurred among the learner and teacher.
- The teachers will be much more innovative which will prevent students from getting bored

Teacher commitment has been considered as a passion to the work. Passion is at the core of effective education. Day (2004) argues that passion is a need for a high quality education. Passion encourages teachers to act as it is source of motivation (Vallerand, 2007). For that reason, passionate teachers can create excitement for learners to achieve better. Hargreaves (1997) points out that without passion all pedagogical approaches fail. Therefore, the effect of passion on learner achievement is widely recognized. Hansen (2001) in his attempt to define passionate teacher states that passionate teachers can encourage learners to become more willing and accomplish better. Fink (2003) stresses that learners achieve better as

long as they care and are enthusiastic for learning. Firestone and Pennell (1993) maintained that commitment to teaching is an effective route to the development of teaching practice. Commitment to teaching gives teachers the responsibility to explore constantly new ways of teaching to develop learning experiences of students.

Teachers with commitment have the potential to provide students innovative instructional strategies that can lead to better achievement. Moreover, committed teachers through encouraging students to involve in school activities can create zealous learners. Teacher commitment is essential to high quality teaching and it includes commitment to the school, students, career continuance, professional knowledge base and teaching profession (Crosswell & Elliott, 2004). Figure 1 shows the factors teacher commitment contributes to. Committed teachers like working with their students and cares about their development. These teachers profoundly struggle for efficiency in teaching and learning through employing different approaches. Without love of profession, teaching cannot be conducted effectively. Teachers with high level of commitment are in love with teaching (Garrison & Liston, 2004). Besides, they have respect for students and it is noteworthy that they build strong relationship with their students which is a hallmark of great teachers. Committed teachers always seek for continuous professional development. It is believed that teachers who have commitment to their profession work collaboratively with other teachers to nurture the learning of the students. Discussing education materials, development of teaching approaches with other teachers in the school inspires teachers to promote intellectual development of their students. These factors not only influence effectiveness of teaching but also efficiency of learning (Coladarci, (1992. Teacher commitment is at the core of quality education. It has influence on promoting teaching profession, work performance, school and student achievement (Billingsley & Cross, 1992). Committed teachers constantly look for instructional strategies that will help learners understand better. Commitment to teaching profession allows teachers to change their teaching practices to facilitate in the classroom. Enhanced job performance is a crucial criterion for establishing an effective learning environment for students in which students are engaged in learning. Next, effort for the school. All these components help students reach their

school goals and affect their achievement. Committed teachers develop a loyalty to the school they work for and they exert considerable

Teacher commitment is at the core of promoting teaching profession, work performance, school and student achievement. Teacher commitment is an essential component for quality education. Commitment provides teachers the love, desire and energy they need to perform better. Committed teachers are thought to be more satisfied with teaching and always strive for accomplishing a good instruction (Somech & Bogler, 2002). They are concerned about their performance and always seek for high standards to perform teaching properly. Their loyalty to the school is unquestionable and their inclination towards accomplishment of school goals is apparent (Carbonneau et al., 2008). Student achievement requires attention of teachers and teacher commitment affects student accomplishment. Committed teachers always strive for excellence to make a difference in the development of students (Dannetta, 2002). They care for their professional development and attend to teaching and learning effectively. It is fundamental to understand the needs of students in education. Teacher commitment is an important factor that draws attention of teachers to the needs of students. At the same time, these teachers know how to encourage students to participate in the learning process. It is likely that encouragement to active participation is a means to motivate students achieve better.

2. REVIEW OF RELATED RESEARCH LITERATURE

Review of related literature in value education helped the investigator for finalizing the methodology to be adopted for the present study; moreover, to construct and standardize a research tool for the present study. A research tool plays a major role in any research, as it is the sole factor to determine sound data and in arriving at perfect conclusions about the study and which helps in providing suitable measures to the problem concerned. Gay and Peter (2000), "There are three main ways to collect data for research studies: administer an existing instrument, construct one's own instrument, and record naturally occurring events (observation) or collect already existing data. The time and skill it takes to select an

appropriate instrument are invariably less than the time and skill it takes to develop an instrument that measures the same thing.”

Maheshwari (2003) there exist no significant difference in professional commitment of male and female teacher educators. She conducted study on professional commitment of teacher and concluded that overall professional commitment level among teachers, were found moderate & professional commitment does not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment

Bogler&Somech (2004) examined the distinctive relationship of teachers’ professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers.”

Kohli (2005) rightly remarked that teacher educators were moderately committed; no significant difference was found between male and female teacher educators with respect to professional commitment as a whole; different dimensions of professional commitment of teacher educators were positively and significantly correlated; no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators

Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction.

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed.

Vishal Sood and ArtiAnand(2010) conducted a study on Professional Commitment among B.Ed. Teacher Educators of Himachal Pradesh. The major objective of the investigation were to study the professional commitment among B.Ed. teacher educators, to study the gender wise and experience wise difference in the professional commitment of B.Ed. teacher educators and to study the difference in the professional commitment of married and unmarried B.Ed. teacher educators and NET qualified and non – NET qualified B.Ed. teacher educators. The major findings of the study was that the professional commitment of B.Ed. teacher educators was moderate and factors like gender, marital status and teaching experience had an impact on the professional commitment. Also the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same.

Sharma (2010) studied professional commitment of teacher educators in relation to their emotional intelligence, job satisfaction and organizational climate. The study was aimed at determining relationship between organizational climate and professional commitment. The other major objective of the study was to find out relationship between emotional intelligence and professional commitment. Results showed a significant and positive relationship between emotional intelligence and professional commitment. Organizational climate along with all the dimensions were found to be positively and significantly correlated with professional commitment. There was no significant relationship between professional commitment and socio-economic status. Male and female teacher educators were found to have similar level of professional commitment. There was no significant difference in the professional commitment of urban and rural teacher educators.

ShaluGoyal(2012) in a research on Professional commitment among B.Ed. teacher educators, by purposive sampling of 50 teacher educators of five B.Ed. colleges of Patiala district in Punjab employed scale for professional commitment of teacher educators by KanchanKohli. The studies revealed the level of professional commitment of B.Ed. teacher educators in Punjab is high. The significant differences were found in the professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification.

Ajay kumar(2012) has conducted a study of professional commitment in relation to thinking style, job values and teachers effectiveness of teachers working in teacher training institutions of Haryana. The random sampling technique has been utilized to select a sample of 350 teacher educators working in M.Ed., / B.Ed., colleges and DIET of Haryana. The study revealed that teachers working in Self finance teacher educators have got more committed than that of the teachers working in Government/ Government -aided. Further the study reveals that there is no significant correlation exists between the Professional Commitment and Job Values of the teachers working in teacher training institutions.

Gupta and Jain (2013) studied professional commitment among teacher educators and found that there exist no difference in professional commitment of teacher educators with respect to locale and gender; but showed significant difference on the basis of academic qualification.

Neenasalaria(2013) conducted research on the professional commitment of teacher educators serving in various private B.Ed. colleges with respect to married and unmarried teacher educators as well as married and unmarried teacher educators in the male and female group and found a significant difference of professional commitment of married and unmarried teacher educators.as well as in the married and unmarried teacher educators in the male and female group.

Dhamane (2013) there exist no significant difference in professional commitment of government and Self-financing college teacher educators. But in means self-financing institutes teacher educators are showing more commitment in compare to govt. -aided. The outcome indicated that self-financing institutes' teachers are showing more commitment towards their profession in comparisons to govt.-aided.

Arjunan. And Balamurugan (2013) conducted a research on Professional commitment Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) PJAEE, 17 (6) (2020) 13735 of teachers working in Tribal area schools, 121 samples of school teachers working at secondary and higher secondary levels in Holli hills and Slithery Hills used Professional commitment scale by RavinderKaur(2011).The research concluded that maximum number of

teachers have acquired average and low level of professional commitment. The male and female teachers have same level of professional commitment.

Gajjar (2014) studied the professional work commitment of teacher trainees of B. Ed. College and found that professional work commitment level of teacher educators did not differ significantly in relation to gender, habitat and educational background Whereas professional work commitment level of teacher educators differed significantly in relation to academic qualification.

Plasilda and Muthupandi (2015) in the research study on Professional commitment among higher Secondary school Teachers .The sample consists of 665 male and female teachers working in rural and urban areas of five districts in Tamil Nadu. The investigator used the Professional commitment tool developed by A. Punitha Mary and A. Amal Raj. The findings revealed that more than 50% of higher secondary teachers have a moderate level of professional commitment.

Madhu Gupta and Indu Nain (2015) conducted an exploratory study of professional commitment among teacher educators working in B.Ed. colleges and the findings revealed a significant difference in professional commitment with all its dimensions among teacher educators working in government/government aided and self-financing B.Ed. colleges. The professional commitment with the dimensions among teacher educators belonging to science and arts streams found to be significantly different.

Nimisha Beri and Anoop Beri (2016) explore the professional commitment among teacher educators in relation to their work motivation and found that teacher educators are lying at the average/moderate level of professional commitment.

Sujatha Sasikumar (2017) the investigator has Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) *PJAE*, 17 (6) (2020) 13736 attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of

Teacher Educators with respect to their Gender, Location of the Institution, Major subject and marital status.

Ram Singh (2018) conducted study on professional commitment of teacher educators serving in private B.Ed. colleges of district Kathu, J&K. The objectives of this study was to study difference in professional commitment of married and unmarried B.Ed. teacher educators and to study differences in professional commitment of married and unmarried B.Ed. teacher educators in the male and female group respectively. The result of the study revealed that the married teacher educators showed higher professional commitment than unmarried teacher educators. Similar results were found between married and unmarried teacher educators in the male and female groups.

Dr. Rekha Rani (2019) conducted research on the professional commitment among teacher educators. The objectives of that study was to study professional commitment among teacher educators and to compare professional commitment among teacher educators with respect to their gender and the type of the institution. The findings of the study revealed that teacher educators of B.Ed. colleges were having high level of professional commitment and no significant difference was found in professional commitment of teacher educators with respect to their gender and type of the institution

3. Methodology

Tools play a vital role in any research endeavour Tool is the only important factor required for proper data collection which leads to appropriate measuring technique and thus help in arriving at perfect conclusion.

The tool to measure professional commitment of student - teachers was constructed and standardized by the investigator. Professional commitment is a psychological concept where an individual has a psychological link with the profession. Its manifestation cannot be judged by direct questioning but can be judged only through observation. These feelings related to commitment to a profession cannot be expressed or evaluated directly as these are mixed feelings

and cannot be understood immediately. In such cases, introspection is necessary for evaluating these feelings which may be positive or negative. Such introspective methods of evaluation demand more objectivity and insight which may not be possible in all the cases. Similarly direct observation is also not possible in case of large size of sample. The most convenient and widely used technique for measuring such psychological aspects, as the one in the present study, where the investigator wants to measure professional commitment of teachers with respect to various variables is to construct a scale.

3.1 Development of PCSS

The Professional Commitment Scale consists of a number of statements that have been carefully prepared by the investigators based on certain components/ criteria. An individual responds to these statements by indicating his / her agreement or dis agreement with which he / she agrees. There are basically two major types of scaling techniques : Thurstone's method of scale construction and Likert's method of scale construction The tool to measure Professional Commitment was constructed following "The method of Summative Rating" given by Likert (1932) i.e Likert's Method of scale construction was used by the investigator for the present study. This is because of the following reasons: Primarily, it has been claimed by Likert (1932) that the method of summated ratings in his survey of attitudes of employed and unemployed men was adopted because of its relative simplicity. It is also believed that this method was less laborious than that developed by Thurstone. •Secondarily, it is less time consuming as was given by Edward & Kenney (1946). It can be concluded that comparative study of the method of equal appearing intervals and the method of summated ratings that the estimated time required to construct equal appearing interval scale was approximately twice that required by the method of summated ratings. • Scale Constructed by the Likert Method gives higher reliability coefficient with fewer items than scales constructed by the Thurstone Method. This was finding of Hall (1934) and Seiler & Hough (1970). • The summated score, for any individual, arrived at the end was accepted as being composed of various components. Few changes from the Likert Method were further made according to the requirement of the present research study. In the Likert's Method all the

statements pertained to single component; but in the present study the professional commitment scale was not made of single component. But all the statements were distributed among more than one component depending on the nature of the statement.

As professional commitment is multi-dimensional, it has more than one component the investigator constructed the Professional Commitment Scale by “the Method of Summated Ratings” given by Likert (1932). The detailed process of construction and standardization of Tool to measure professional commitment is given below:

3.2 IDENTIFICATION OF COMPONENTS OF PROFESSIONAL COMMITMENT SCALE

From the review of related literature discussed in chapter two, the investigator could find that most of the studies on professional commitment were conducted abroad. Also attempts to construct tools for professional commitment were also chiefly done by researchers abroad. These tools were made for professions other than teaching. Also many studies conducted were on organizational commitment rather than professional commitment. Similarly, attempts were made to construct and standardize tool for professional commitment by Allen & Meyer (1993), Organizational Commitment Questionnaire – OCQ by Mowday & Steers (1979), Cross well (2006) and Chan (2006). These researchers could conclude that commitment is a behavioral attribute. On these lines, very few studies were conducted in India. These were limited to Patel (2008), Kohli Kanchan (1996), Khushwinder (2013) and Rana (1981). In most of the Indian and foreign studies these professional and organizational commitment scales were used. It was found that great deal of studies were conducted in Industrial sector and very few were in educational sectors.

Dave (1999) argued that commitment plays a decisive role in effective teacher education also. Thus, well trained and effective teachers are those who are both competent and committed professional practitioners. Hence, the task of fostering professional commitment among the teachers must become an integral part of pre –

service and in – service teacher education. Also National Council for Teacher Education – NCTE has emphasized the need for quality teachers and have identified these above mentioned commitment components.

Allen & Meyer (1993) viewed commitment in form of 3 – component model. The following are components of commitment Affective commitment:

- a) Employees have attachment to, identification with and involvement in the organization.
- b) Continuance commitment: Employees have awareness of the costs associated with leaving the organization.
- c) Normative commitment: Employees have a feeling of obligation to continue employment.

Mowday & Steers (1979) viewed commitment in form of following components

- a) A strong belief in and acceptance of organization's goal and values
- b) A willingness to exert extra effort for the organization
- c) A strong desire to maintain membership with the organization

Chan (2006) viewed commitment in form of the following components

- a) Teaching as a career choice
- b) Students' learning and school development
- c) Teacher – pupil interaction and attitudes
- d) Demands on teaching and school practices

Crosswell (2006) viewed commitment in form of the following components

- a) Teacher commitment as passion
- b) Teacher commitment as an investment of time outside the contact hours of students.
- c) Teacher commitment as a focus on individual needs of students

- d) Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs.
- e) Teacher commitment as maintaining professional knowledge
- f) Teacher commitment as an engagement with school community.

Firestone and Rosenblum (1988) identified the following components of commitment:

- a) Teachers' commitment to their work
- b) Teachers' commitment to their school
- c) Teachers' commitment to their students. •

Billingsley (1993) suggested the components of commitment as:

- a) Commitment to school
- b) Commitment to district
- c) Commitment to teaching field
- d) Commitment to teaching profession.

Tyree (1996) in a study of primary school teachers reported four components of commitment:

- a) Commitment as caring
- b) Commitment as occupational competence
- c) Commitment as identity
- d) Commitment as career-continuance.

Ross and Gray (2006) in their research identified three dimensions.

- a) Commitment to school mission
- b) Commitment to school-community partnerships
- c) Commitment to school as a learning community.

Maheshwari (2005) in her research on professional commitment of teachers identified six components:

- a) Commitment to learner
- b) Commitment to society
- c) Commitment to institution
- d) Commitment to work
- e) Commitment to achieving excellence
- f) Commitment to human values.

Dave (1999) gave five components of commitment:

- a) Commitment to the learner
- b) Commitment to the society
- c) Commitment to the profession
- d) Commitment to achieve excellence for professional actions
- e) Commitment to basic human values

When the investigator reviewed the literature and tried to identify components for professional commitment, it was observed that all the studies had their own set of components. There was not a single set of or standardized components upon which all the research studies were based. All the research studies have tried to ensure comprehensibility and operationalized own set of components based on the study

So the investigator identified these components as important for developing professional commitment among teachers. From various studies it is perceived that, many statements overlap each other it may not be always possible to categorize particular statement in a particular component. In this way initial tool with these five components and statements were constructed by the investigator. This tool was sent to various experts in the field of education. The statements were judged by the experts based on appropriateness with respect to component and tool, relevance with respect to component and tool and usability of tool in Indian settings and for teachers in schools. Also the statements were checked with respect to grammatical

errors. Based on the suggestions provided by the experts, few changes were made and at last a final tool was made which comprised of five components.

So after exploring all these studies the investigator had concluded that in the present study on Professional commitment of student teachers the below mentioned components would be the base for framing further statements. The reason for selection of these components presented by Dave (1999) is that these components are more comprehensive and include all the components that lead to professional commitment. These components are also recommended by National Curriculum for Teacher Education (2005) for inclusion in curriculum of teacher education. Also, these components are suitable for Indian settings in schools and focus on all important aspects like learner, society, profession, excellence in actions and human values. These components are given below:

Commitment to the Learner

This component will focus on Love for learner. Readiness to help learner, concern for all round development of learner children need teacher who understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is pledged to progress and development of learners

Commitment to teaching

This component will focus on internal acceptance of the role and responsibility of the teacher's profession no matter under what circumstances one has entered into it. Teachers are trusted professionals by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professionals should adopt various innovative method of teaching taking into consideration how best to learn and bring about the effective learning. This can happen only when Teachers themselves show commitment to the profession to improve both guided as well as self-directed learning.

Commitment to institution

Institutional commitment is developing and sustaining successful Education programs.

Commitment to the community

This component will focus on Awareness and concern on the impact of teachers' work on the degree of advancement of communities as a whole. No matter what standards the public schools achieve, their quality depends on how much the community values their product. To sustain quality over time and across groups and communities teachers need to understand what people value. The school and community have symbolic relation between them. Student teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take it in that perspective. Teachers need to have deep concern and commitment towards the community.

3.3 SUGGESTIONS RECEIVED FROM EXPERTS FOR PROFESSIONAL COMMITMENT SCALE

EXPERT SUGGESTIONS PROVIDED

- Questions related to contemporary teaching practices like Semester system and its effectiveness,
- Role of teacher in Semester system.
- Suggested to make bilingual tool for both English and Tamil Medium Teachers.
- Rearrange Questions so as to maintain continuity.
- Appreciated the components by questioned commitment to society.
- Remove few questions that were repeated.
- Reduce the size of tool so that teachers are interested to fill it.

- Suggested that the number of statement in each component is adequate and there is a consistency in all the statements included.
- Rearrange the statements in each component.
- Reduce the size of the tool by deleting a few questions.
- Suggested to include positive and negative statements
- Appreciated the components in professional commitment tool.
- Include questions related to leadership of Principal and school climate.
- Advised to include few questions related to teachers' personal situations and its effect on professional commitment.
- Advised to include few questions related to use of facilities in school by the teacher like library, computer laboratory.
- Grammatical corrections in the tool.
- Advised to include questions related to use of free time by the teachers, management of time by teachers especially focusing on completion of syllabus.

3.4 FORMAT AND NATURE OF STATEMENTS

Professional commitment being a psychological concept can be observed in the behavior of individuals. Observation technique cannot be used every time due to some practical limitations as in the present study, which is a survey, it would not be possible for the investigator to observe all the teachers included in the sample. So there was a need to develop a measuring scale that demanded response in written form. So statements were made in written form that described a situation in hypothetical manner. The teachers (respondents) were asked to react to these hypothetical situations in written form. All the items were in form of statements with five options namely, very often, often, sometimes, rarely and never. There were statements of positive polarity to measure foreness and negative polarity statements to measure againstness of professional commitment.

3.5 DEVELOPMENT AND SELECTION OF STATEMENTS

All the statements were developed in the word form. There were group of statements in each component. Each component described a particular behaviour. Wang (1932), Thurstone and Chave (1929), Likert (1932), Bird (1940) and Edwards & Kilpatrick (1948) provided following suggestions to be kept in mind for forming the statements:

- Avoid statements that refer to the past rather than the present.
- Avoid statements that are factual or capable of being interpreted as factual.
- Avoid statements that may be interpreted in more than one way.
- Avoid statements that are irrelevant to the psychological object under consideration
- Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
- Select statements that are believed to cover the entire range of the affective scale of interest.
- The language of the statements should be clear, simple and direct. 8. Statements should be short, rarely exceeding twenty words.
- Each statement should contain one complete thought.
- Statement containing universals such as all, always, none and never often introduce ambiguity and should be avoided.
- Words such as only, just, merely and others of similar nature should be used with care and moderation in writing statements.
- Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.
- Avoid the use of words that may not be understood by those who are to be given the completed scale.
- Avoid use of double negatives.

3.6 Rough Draft

Commitment to learners

1. I recognize individual differences among pupils and seek to meet their individual needs
2. I respect children and their rights, showing a sympathetic and positive attitude towards them
3. All students can succeed and it is my mission to ensure their success
4. It is my responsibility to ensure good social relations among my students
5. I feel obliged to mediate among the rival groups of the students
6. I will concern with promoting students intellectual development
7. I will encourage students for an active learning
8. I will motivate the students to motivate various task
9. I will guide the students whey they are in trouble
10. Not only during school hours, but always and everywhere I am ready to help the students and improve them during my internship
11. If for any reason I am absent from my internship period, I will compensate
12. I will try to follow the units given to me in terms of the timing and content
13. I try to benefit from the constructive suggestions of my students
14. I feel morally committed to my students
15. I always evaluate myself to be effective in the class
16. I try to study beyond the class hours
17. My relationship with my students is an emotional one with mutual respect
18. My students are as members of my family
19. My relationship with my students is moral humane relation beyond the regulations
20. I do not like to come early or stay back whatever be the needs of the learners
21. I meet learners' needs by providing a variety of teaching methods, including direct instruction, grouping students, and rearranging the groups as needed
22. I take steps to ensure that I don't marginalize or exclude any student because their beliefs differ from mine.

Commitment to Teaching

1. I used to be more ambitious about my work than I am now
2. Sometimes I lie awake at night thinking ahead to the next day's work
3. I enjoy teaching
4. If I could get a job different from being a teacher and paying the same amount, I would take it
5. If I could do it all over again, I would not choose to work in the teaching profession
6. I am disappointed that I ever entered the teaching profession
7. The best decision that I have ever made was to become a teacher
8. I would strongly recommend my profession as a career
- a. I will use different types of teaching method according to the students needs
9. I have full authority on the subject, I am teaching
10. I am well prepared when I come for teaching
11. I admit my mistakes, pointed out by my students
12. I listened patiently, even the irrelevant, question of the students and try to solve them
13. It is very cumbersome to check all homework note books regularly
14. I communicate the subject matter clearly before the students
15. Effective teaching
16. I use knowledge and emotion simultaneously for effective teaching
17. I cooperate with my students about classroom decisions to involve them in the learning process
18. I create a relaxed and supportive environment where students trust the teacher to help them to be successful
19. I do not encourage pupils to formulate and work for high individual goals in the development of their physical, intellectual and creative aspect
20. I encourage pupils to formulate and work for high individual goals

Commitment to the Institution

1. I am honest to my Institution
2. My colleagues have high standards of work and committed to this Institution
3. I don't think I want to work anywhere except here
4. My career goals are important to my organization
5. My organization inspires me to give my best shot at work
6. I feel no loyalty towards the Institution
7. For the success of my institution, I am ready to try more than expected from me
8. I do not feel so much attached to my institution
9. To stay with the institution, I am ready to accept task entrusted to me
10. I am proud to tell others that I am a member of this institution
11. For my professional success and achievement, I am very much indebted to this institution
12. I mostly disagree with the Institutional policies in issues related to students
13. I really feel the Institutional problems are my own problems
14. I cannot feel myself as a member of a family in this institution
15. Emotionally, I am not attached to this Institution
16. I find it is difficult to agree with this Institutions' policies on important matters relating to its employees
17. I talk up this Institution to my friend as a great institution to work for
18. I find that my values and my institution's values are very similar

Commitment to the Community

1. I do not think that teachers can bring change in society
2. I do not like to be involved in out-reach activities
3. I spend a lot of my time in community related activities
4. I engage myself for the upliftment of neighbouring community
5. I prefer to do projects to contribute to societal well-being

6. I always teach on importance of keeping the surroundings of our homes clean
7. I promote the importance of education among parents particularly those in rural areas
8. I prefer to be part of the adult education programmes organized to educate adults who havenot had an opportunity to go to schools in their childhood
9. I am interested in rural folk need awareness programmes regarding vaccinationwoman'health, cleanliness in and outside home, contagious disease personal hygiene, etc
10. I Participate in in National literacy campaigns
11. I take interest in outreach activities organised in my institution
12. I motivate other students to participate in community activities according to their abilitiesand interests
13. I always in favour of Preserving and transferring cultural heritage
14. I create symbolic relationship between the institutional and the community
15. I orient community towards the importance of education as a lifelong process
16. I seek to establish friendly and cooperative relationship with parents
17. create a relaxed and supportive environment where students trust the teacher to help them to be successful Leaders
18. Teachers inform appropriate individuals and agencies about the student's
19. educational needs
20. Involved actively in community development efforts
21. Teachers work to improve the quality of education in the community and to
22. Strengthen the community's moral, spiritual and intellectual life
23. Teachers respect the community and to be loyal to the School system and the community
24. Teachers keep parents informed about the progress of their child

An initial pool of eightystatements was prepared by the investigator by taking help of review of literature and suggestions from experts. These statements were then scrutinized and examined with respect to each component. Also statements

were studied grammatically and it was verified that the statements represented appropriate behaviour. Also, care was taken while framing the statements that they do not suggest to the respondents to choose for a particular option. Through this procedure a total of sixty four statements were finalized and distributed across the components. In this way try out form was conducted with sixty four statements. The distribution of statements with respect to components and the polarity is given below:

3.7 DISTRIBUTION OF STATEMENTS OF STUDENT - TEACHERS PROFESSIONAL COMMITMENT SCALE

- **Commitment to the Learner –18**
- **Commitment to Teaching-15**
- **Commitment to Institution-19**
- **Commitment to the Community-12**

Further the suitability and correctness of the language of the statements was judged by language experts whose advice was also sought for these sixty four statements. Initially pilot study was conducted to know whether the tool constructed was proper or not in terms of its use, language and technique of analysis. The study was conducted on 500 student-teachers studying Chennai and Thiruvallur District in Tamil nadu. The tool was constructed in English. So help from language expert who was well versed with the English language was taken. The statements were assigned numbers one to sixty four. The numbers were randomly assigned to constitute the scale by following randomization with respect to the statement number. Randomization is essential for arrangement of statements in a scale as it would eliminate patterned responses which might result if all the statements belonging to particular component concentrated at one part of the scale. The arrangement of statements in the student –teachers Professional Commitment Scale constructed by the investigator along with components and polarity is shown in the below given table

3.8 DISTRIBUTION OF STATEMENTS IN STUDENT-TEACHERS PROFESSIONAL COMMITMENT SCALE ACCORDING TO THE COMPONENT AND POLARITY

- **Commitment to the Learner –L**
- **Commitment to Teaching-T**
- **Commitment to the Institution-I**
- **Commitment to the Community-C**

The format of the Student-Teachers Professional Commitment Scale which thus resulted was made complete by adding a section named

Section – A which sought information regarding personal details from student-teachers. Also student-teachers were given information regarding objective of the tool, details of the investigator and purpose of the study.

Section – B of the tool consisted of statements related to professional commitment. This format of student-teachers Professional Commitment Scale was further given to Student-teachers...

3.9 RESPONSE MODE

As the procedure described above, student-teachers Professional Commitment Scale was constructed by the investigator. Individual responses on the scale were sought from teachers after reading each statement which described a hypothetical situation. For each statement four options were provided namely, strongly agree, agree, disagree, strongly disagree Respondents who were teachers had to read and understand the statements and put a tick mark ✓ in the corresponding response box.

3.10 PILOT STUDY OF PROFESSIONAL COMMITMENT SCALE

In order to select final statement and to prepare the tool finally, pilot study was conducted so that statements would be selected by the investigator from a pool of sixty four statements. This study was conducted on a sample of 500 Student-teachers who were randomly selected.

The investigator here ensured that all the student-teachers responded to their maximum capacity. So the student-teachers were explained purpose of the study and were also given time of fifteen to twenty days to fill the scale as per their convenience.

3.11 PRELIMINARY FORMAT OF STUDENT TEACHERS PROFESSIONAL COMMITMENT SCALE

The final format of Professional Commitment Scale consisted of SIXTY FOUR statements of which fifty three statements had positive polarity and eleven statements had negative polarity. The distribution of statements is shown in the below given table.

3.12 SCORING PROCEDURE FOR STUDENT-TEACHER PROFESSIONAL COMMITMENT SCALE

The investigator followed scoring procedure given by Likert (1932) for positive and negative polarity of the statements. These five options from high to low depicted degree of professional commitment among the student- teachers. These four options were strongly agree, agree, disagree, strongly disagree. After administration the scoring was done as depicted in the below given table:

Options	For Positive Statements	For Negative Statements
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

Accordingly, the scores of the teachers on the professional commitment scale were calculated. The maximum score attainable on the scale was 256 and minimum score attainable was 64.

3.13 STANSARDISATION PROCEDURE OF THE STUDENT - TEACHERS PROFESSIONAL COMMITMENT SCALE

In the present study the investigator has established reliability, validity, percentile norms and factor analysis for establishing psychometric properties of the student- teachers professional commitment scale. The details are discussed below

FACTOR ANALYSIS OF STUDENT TEACHERS PROFESSIONAL COMMITMENT SCALE

Factor analysis is done to establish factor loading by analysing the scale by establishing correlation with a factor. This is also called factor loading. In factor analysis groups of related variables are analysed and reduced to a small number of components. In the present study on professional commitment of student teachers, factor analysis is done to find out whether five components can be extracted from sixty four statements of professional commitment to represent commitment to learner, commitment to teaching, commitment to profession, commitment to achieve excellence and commitment to basic human values. Factor analysis involves assessment of suitability of data, factor extraction and factor rotation and interpretation. The results of the tests are shown in the below given table.

COMMUNALITIES FOR PROFESSIONAL COMMITMENT SCALE

	Initial	Extraction
VAR00001	1.000	.847
VAR00002	1.000	.688
VAR00003	1.000	.493
VAR00004	1.000	.724
VAR00005	1.000	.720
VAR00006	1.000	.860
VAR00007	1.000	.748
VAR00008	1.000	.753
VAR00009	1.000	.741
VAR00010	1.000	.550
VAR00011	1.000	.732

VAR00012	1.000	.795
VAR00013	1.000	.716
VAR00014	1.000	.766
VAR00015	1.000	.746
VAR00016	1.000	.651
VAR00017	1.000	.666
VAR00018	1.000	.822
VAR00019	1.000	.670
VAR00020	1.000	.693
VAR00021	1.000	.627
VAR00022	1.000	.719
VAR00023	1.000	.785
VAR00024	1.000	.758
VAR00025	1.000	.763
VAR00026	1.000	.686
VAR00027	1.000	.633
VAR00028	1.000	.623
VAR00029	1.000	.775
VAR00030	1.000	.616
VAR00031	1.000	.683
VAR00032	1.000	.739
VAR00033	1.000	.784
VAR00034	1.000	.697
VAR00035	1.000	.585
VAR00036	1.000	.721
VAR00037	1.000	.629
VAR00038	1.000	.783
VAR00039	1.000	.701
VAR00040	1.000	.627
VAR00041	1.000	.664
VAR00042	1.000	.704
VAR00043	1.000	.631
VAR00044	1.000	.621
VAR00045	1.000	.653
VAR00046	1.000	.738
VAR00047	1.000	.997

VAR00048	1.000	.995
VAR00049	1.000	.997
VAR00050	1.000	.800
VAR00051	1.000	.630
VAR00052	1.000	.524
VAR00053	1.000	.676
VAR00054	1.000	.591
VAR00055	1.000	.991
VAR00056	1.000	.997
VAR00057	1.000	.999
VAR00058	1.000	.761
VAR00059	1.000	.995
VAR00060	1.000	.585
VAR00061	1.000	.667
VAR00062	1.000	.762
VAR00063	1.000	.990
VAR00064	1.000	.998
VAR00065	1.000	.994

Extraction Method: Principal Component Analysis.

All the statements have good extraction value. All the statements exhibited good homogeneity in substantiating item validity with respect the whole Student-professional commitment scale except item 3 and further analysis was done using Varimax Rotation. The Principal Component Analysis of the Professional Commitment Scale is presented in Table below:

PRINCIPAL COMPONENT ANALYSIS FOR PROFESSIONAL COMMITMENT SCALE

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.085	17.053	17.053	11.085	17.053	17.053	10.498	16.151	16.151
2	4.434	6.822	23.875	4.434	6.822	23.875	3.053	4.697	20.848
3	2.858	4.397	28.272	2.858	4.397	28.272	2.739	4.215	25.063
4	2.557	3.935	32.207	2.557	3.935	32.207	2.345	3.607	28.670
5	2.380	3.661	35.868	2.380	3.661	35.868	2.172	3.342	32.012
6	2.291	3.525	39.393	2.291	3.525	39.393	2.142	3.295	35.307
7	2.232	3.434	42.827	2.232	3.434	42.827	2.038	3.136	38.443

8	2.051	3.155	45.982	2.051	3.155	45.982	1.958	3.012	41.455
9	1.913	2.943	48.925	1.913	2.943	48.925	1.864	2.868	44.322
10	1.736	2.670	51.595	1.736	2.670	51.595	1.836	2.825	47.147
11	1.654	2.545	54.140	1.654	2.545	54.140	1.788	2.751	49.899
12	1.652	2.541	56.682	1.652	2.541	56.682	1.773	2.728	52.626
13	1.598	2.458	59.140	1.598	2.458	59.140	1.748	2.689	55.315
14	1.529	2.352	61.491	1.529	2.352	61.491	1.718	2.643	57.958
15	1.340	2.062	63.553	1.340	2.062	63.553	1.685	2.592	60.550
16	1.292	1.988	65.541	1.292	1.988	65.541	1.613	2.481	63.031
17	1.265	1.946	67.487	1.265	1.946	67.487	1.551	2.385	65.417
18	1.206	1.855	69.342	1.206	1.855	69.342	1.534	2.359	67.776
19	1.108	1.704	71.046	1.108	1.704	71.046	1.479	2.276	70.052
20	1.061	1.632	72.679	1.061	1.632	72.679	1.400	2.155	72.206
21	1.033	1.589	74.268	1.033	1.589	74.268	1.340	2.062	74.268
22	.962	1.479	75.747						
23	.889	1.368	77.115						
24	.850	1.308	78.423						
25	.828	1.273	79.696						
26	.815	1.254	80.950						
27	.774	1.191	82.141						
28	.733	1.128	83.269						
29	.696	1.070	84.339						
30	.687	1.057	85.397						
31	.683	1.051	86.447						
32	.637	.980	87.427						
33	.627	.965	88.392						
34	.581	.893	89.285						
35	.550	.846	90.132						
36	.520	.800	90.932						
37	.497	.764	91.696						
38	.464	.714	92.409						
39	.442	.681	93.090						
40	.428	.659	93.749						
41	.387	.595	94.344						
42	.358	.551	94.895						
43	.342	.526	95.422						
44	.324	.498	95.920						
45	.317	.488	96.408						
46	.310	.477	96.885						
47	.285	.438	97.323						
48	.263	.405	97.728						
49	.249	.384	98.112						
50	.236	.363	98.474						
51	.207	.318	98.793						
52	.200	.308	99.101						

53	.177	.272	99.372						
54	.163	.251	99.623						
55	.138	.212	99.835						
56	.074	.114	99.949						
57	.023	.036	99.985						
58	.009	.015	99.999						
59	.001	.001	100.000						
60	3.104E-14	4.775E-14	100.000						
61	5.540E-15	8.524E-15	100.000						
62	1.050E-15	1.615E-15	100.000						
63	9.821E-17	1.511E-16	100.000						
64	-1.266E-16	-1.947E-16	100.000						
65	-1.880E-16	-2.893E-16	100.000						

Extraction Method: Principal Component Analysis.

It can be concluded that twenty one factors (components) in the initial solution have Eigen Value over one. They account for 74.25% of the observed variation among student teachers in terms of their Professional Commitment.

FINAL STATEMENTS FOR STUDENT- TEACHERS PROFESSIONAL COMMITMENT SCALE

Components	Number of Statements		Total number of statements
	Positive	Negative	
Commitment to Learner	17	1	18
Commitment to Teaching	11	4	15
Commitment to the Institution	14	4	18
Commitment to the community	11	1	12
Total	53	10	63

3.14 RELIABILITY AND VALIDITY OF PROFESSIONAL COMMITMENT SCALE

A test or a scale should be reliable which means that it measures whatever it is measuring consistently. For the present study Cronbach's Alpha Reliability was computed by the investigator. Cronbach's Alpha is a test reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test. The value of Cronbach's Alpha Coefficient normally ranges from 0 to 1. The closer is this value to 1.0, the greater is the internal consistency of the items included in the scale. The reliability of the Professional commitment scale when computed in form of Cronbach's Alpha was found to be 0.72 for sixty three statements included in four components. This value indicates that the student teachers Professional commitment scale has high internal consistency since this value of 0.72 is closer to 1.0. So it can be concluded that student teachers Professional Commitment Scale is reliable.

Cronbach's Alpha Reliability	No. of Items
.72	63

The high reliability value of the student teachers Professional Commitment Scale can be attributed to Likert's technique used for the development of Scale. Regarding length of professional commitment scale, it was suggested by Garrettee (1959) that, " the longer the test, the less probability that effects of temporary and variable disturbances will be cumulative in one direction and the more accurate the estimate of score reliability.

VALIDITY

Validity is the extent to which a scale accurately represents the concept of interest. Validity of test can be defined as the degree to which the test measures what it is intended to measure. For the present study the investigator conducted Face Validity and Content Validity.

a) Face Validity

Face validity deals with the appearance of the scale. A scale is said to have face validity when by appearance it “looks like” measuring what it is meant to measure. Before construction of the professional commitment scale, the investigator reviewed literature. Also while constructing the professional commitment scale, suggestions provided by the experts were also incorporated. Thus, face validity of professional commitment scale was established by the investigator.

b) Content Validity

Content validity is a measure of the degree to which data collected using the professional commitment scale represents the content of commitment being measured. It is referred to as a logical or rational validity. The student teachers professional commitment scale constructed by the investigator was also given to experts for their valuable suggestions for ensuring the content coverage with respect to the components of the scale. Their feedback and suggestions were considered and incorporated by the investigator for final construction of the tool. Thus, the content validity of the professional commitment scale was established by the investigator

3.15 PERCENTILE NORMS OF STUDENT- TEACHERS PROFESSIONAL COMMITMENT SCALE

Once the tool is constructed and administered, the scoring is done which gives information to the individual who is tested- here student - teachers. The score is meaningful only if it is understood. A score on the tool is given meaning by referring it to the group average. Thus, for any standardized tool, norms need to be provided which forms a yardstick required to measure the magnitude of deviation of individual’s score from the general population average or from the average of the group. Thus it can be said that norms are a standard of reference and so the investigator has developed norms for professional commitment scale.

Norms provide user of the standardized scale with the basis for a practical interpretation and application of the results. Norms are the levels attained by a

particular group of a person on a set. For the present study, the investigator has established percentile norms. A percentile is best described as a comparison score. A percentile is a number between one to hundred that relates an individual's performance to those of other who have used the scale. In a set of numbers, the percentile for a given value indicated the percentage of numbers that are less than or equal to that value. For the purpose of deriving percentile norms in the present study, the mean, standard deviation, median, percentiles and skewness of the entire sample (N=500) were computed.

Observation:	P
1	149
2	128
3	134
4	151
5	180
6	182
7	176
8	150
9	132
10	117
11	120
12	160
13	164
14	136
15	148
16	152
17	138
18	140

19	129
20	137
21	147
22	167
23	176
24	172
25	158
26	135
27	128
28	152
29	175
30	170
31	180
32	153
33	135
34	125
35	143
36	138
37	198
38	162
39	188
40	180
41	155
42	138
43	131

44	127
45	146
46	151
47	143
48	151
49	170
50	162
51	160
52	142
53	138
54	141
55	153
56	141
57	132
58	127
59	160
60	186
61	157
62	141
63	122
64	136
65	124
66	133
67	136
68	158

69	178
70	172
71	157
72	152
73	144
74	124
75	176
76	185
77	167
78	160
79	171
80	150
81	147
82	147
83	162
84	136
85	127
86	124
87	135
88	157
89	164
90	149
91	148
92	149
93	140

94	156
95	166
96	157
97	172
98	170
99	156
100	153
101	138
102	132
103	128
104	145
105	138
106	139
107	152
108	141
109	152
110	149
111	142
112	151
113	165
114	147
115	145
116	148
117	144
118	148

119	153
120	163
121	184
122	139
123	157
124	150
125	138
126	157
127	175
128	144
129	142
130	156
131	161
132	150
133	158
134	156
135	151
136	145
137	155
138	188
139	137
140	143
141	181
142	177
143	138

144	166
145	177
146	168
147	165
148	153
149	127
150	131
151	145
152	149
153	160
154	170
155	134
156	142
157	154
158	143
159	152
160	144
161	163
162	165
163	160
164	152
165	181
166	186
167	187
168	179

169	191
170	165
171	140
172	121
173	134
174	153
175	153
176	147
177	153
178	161
179	152
180	135
181	127
182	126
183	128
184	139
185	145
186	144
187	136
188	138
189	244
190	133
191	143
192	149
193	149

194	141
195	191
196	130
197	139
198	124
199	125
200	120
201	135
202	138
203	126
204	138
205	143
206	140
207	136
208	132
209	140
210	130
211	131
212	135
213	134
214	134
215	205
216	144
217	153
218	147

219	168
220	144
221	142
222	174
223	151
224	160
225	159
226	158
227	149
228	186
229	161
230	123
231	131
232	133
233	136
234	143
235	171
236	171
237	135
238	137
239	139
240	131
241	142
242	138
243	168

244	140
245	164
246	137
247	145
248	139
249	134
250	151
251	132
252	130
253	128
254	140
255	145
256	135
257	155
258	139
259	133
260	139
261	141
262	142
263	126
264	159
265	135
266	142
267	140
268	142

269	137
270	124
271	169
272	121
273	125
274	146
275	144
276	151
277	149
278	166
279	145
280	142
281	145
282	142
283	139
284	140
285	145
286	144
287	146
288	142
289	131
290	139
291	136
292	139
293	142

294	141
295	149
296	143
297	162
298	146
299	146
300	156
301	171
302	144
303	138
304	217
305	134
306	129
307	135
308	134
309	139
310	135
311	142
312	144
313	147
314	155
315	153
316	206
317	147
318	151

319	151
320	150
321	145
322	142
323	161
324	175
325	133
326	127
327	138
328	140
329	141
330	144
331	159
332	193
333	145
334	142
335	140
336	128
337	134
338	141
339	190
340	163
341	161
342	165
343	155

344	144
345	154
346	150
347	161
348	146
349	166
350	158
351	141
352	146
353	143
354	151
355	147
356	144
357	154
358	163
359	156
360	156
361	165
362	152
363	146
364	145
365	142
366	146
367	184
368	150

369	154
370	156
371	171
372	168
373	188
374	166
375	177
376	155
377	163
378	166
379	163
380	169
381	160
382	164
383	151
384	153
385	144
386	152
387	147
388	154
389	150
390	169
391	170
392	167
393	189

394	158
395	164
396	180
397	155
398	149
399	151
400	150
401	172
402	150
403	152
404	158
405	154
406	199
407	162
408	155
409	149
410	152
411	151
412	162
413	163
414	170
415	162
416	147
417	148
418	153

419	150
420	153
421	154
422	149
423	153
424	152
425	157
426	155
427	180
428	176
429	172
430	162
431	156
432	164
433	180
434	163
435	167
436	146
437	166
438	142
439	126
440	126
441	131
442	139
443	151

444	153
445	171
446	170
447	171
448	172
449	152
450	149
451	152
452	141
453	181
454	166
455	165
456	154
457	151
458	157
459	139
460	134
461	139
462	151
463	147
464	146
465	145
466	165
467	166
468	173

469	183
470	172
471	157
472	163
473	160
474	170
475	176
476	179
477	172
478	156
479	160
480	142
481	137
482	138
483	158
484	158
485	150
486	143
487	173
488	167
489	168
490	171
491	146
492	137
493	135

494	137
495	173
496	165
497	170
498	229
499	173
500	165

We need to compute the 10% percentile based on the data provided.

In order to compute the requested percentile, the data needs to be put into ascending order, as shown in the table below

Position	P (Asc. Order)
1	117
2	120
3	120
4	121
5	121
6	122
7	123
8	124
9	124
10	124
11	124
12	124
13	125

14	125
15	125
16	126
17	126
18	126
19	126
20	126
21	127
22	127
23	127
24	127
25	127
26	127
27	128
28	128
29	128
30	128
31	128
32	128
33	129
34	129
35	130
36	130
37	130
38	131

39	131
40	131
41	131
42	131
43	131
44	131
45	132
46	132
47	132
48	132
49	132
50	133
51	133
52	133
53	133
54	133
55	134
56	134
57	134
58	134
59	134
60	134
61	134
62	134
63	134

64	134
65	135
66	135
67	135
68	135
69	135
70	135
71	135
72	135
73	135
74	135
75	135
76	135
77	136
78	136
79	136
80	136
81	136
82	136
83	136
84	136
85	137
86	137
87	137
88	137

89	137
90	137
91	137
92	137
93	138
94	138
95	138
96	138
97	138
98	138
99	138
100	138
101	138
102	138
103	138
104	138
105	138
106	138
107	138
108	139
109	139
110	139
111	139
112	139
113	139

114	139
115	139
116	139
117	139
118	139
119	139
120	139
121	139
122	139
123	140
124	140
125	140
126	140
127	140
128	140
129	140
130	140
131	140
132	140
133	140
134	141
135	141
136	141
137	141
138	141

139	141
140	141
141	141
142	141
143	141
144	141
145	142
146	142
147	142
148	142
149	142
150	142
151	142
152	142
153	142
154	142
155	142
156	142
157	142
158	142
159	142
160	142
161	142
162	142
163	142

164	143
165	143
166	143
167	143
168	143
169	143
170	143
171	143
172	143
173	143
174	144
175	144
176	144
177	144
178	144
179	144
180	144
181	144
182	144
183	144
184	144
185	144
186	144
187	144
188	144

189	145
190	145
191	145
192	145
193	145
194	145
195	145
196	145
197	145
198	145
199	145
200	145
201	145
202	145
203	146
204	146
205	146
206	146
207	146
208	146
209	146
210	146
211	146
212	146
213	146

214	146
215	147
216	147
217	147
218	147
219	147
220	147
221	147
222	147
223	147
224	147
225	147
226	147
227	148
228	148
229	148
230	148
231	148
232	149
233	149
234	149
235	149
236	149
237	149
238	149

239	149
240	149
241	149
242	149
243	149
244	149
245	149
246	150
247	150
248	150
249	150
250	150
251	150
252	150
253	150
254	150
255	150
256	150
257	150
258	151
259	151
260	151
261	151
262	151
263	151

264	151
265	151
266	151
267	151
268	151
269	151
270	151
271	151
272	151
273	151
274	151
275	152
276	152
277	152
278	152
279	152
280	152
281	152
282	152
283	152
284	152
285	152
286	152
287	152
288	152

289	152
290	153
291	153
292	153
293	153
294	153
295	153
296	153
297	153
298	153
299	153
300	153
301	153
302	153
303	153
304	153
305	154
306	154
307	154
308	154
309	154
310	154
311	154
312	154
313	155

314	155
315	155
316	155
317	155
318	155
319	155
320	155
321	155
322	156
323	156
324	156
325	156
326	156
327	156
328	156
329	156
330	156
331	156
332	157
333	157
334	157
335	157
336	157
337	157
338	157

339	157
340	157
341	158
342	158
343	158
344	158
345	158
346	158
347	158
348	158
349	158
350	159
351	159
352	159
353	160
354	160
355	160
356	160
357	160
358	160
359	160
360	160
361	160
362	160
363	161

364	161
365	161
366	161
367	161
368	161
369	162
370	162
371	162
372	162
373	162
374	162
375	162
376	162
377	163
378	163
379	163
380	163
381	163
382	163
383	163
384	163
385	163
386	164
387	164
388	164

389	164
390	164
391	164
392	165
393	165
394	165
395	165
396	165
397	165
398	165
399	165
400	165
401	165
402	166
403	166
404	166
405	166
406	166
407	166
408	166
409	166
410	166
411	167
412	167
413	167

414	167
415	167
416	168
417	168
418	168
419	168
420	168
421	169
422	169
423	169
424	170
425	170
426	170
427	170
428	170
429	170
430	170
431	170
432	170
433	171
434	171
435	171
436	171
437	171
438	171

439	171
440	171
441	172
442	172
443	172
444	172
445	172
446	172
447	172
448	172
449	173
450	173
451	173
452	173
453	174
454	175
455	175
456	175
457	176
458	176
459	176
460	176
461	176
462	177
463	177

464	177
465	178
466	179
467	179
468	180
469	180
470	180
471	180
472	180
473	180
474	181
475	181
476	181
477	182
478	183
479	184
480	184
481	185
482	186
483	186
484	186
485	187
486	188
487	188
488	188

489	189
490	190
491	191
492	191
493	193
494	198
495	199
496	205
497	206
498	217
499	229
500	244

We need to compute the 10% percentile based on the data provided.

In order to compute the requested percentile, the data needs to be put into ascending order, as shown in the table below

Position	P (Asc. Order)
1	117
2	120
3	125
4	127
5	128
6	128
7	129
8	131

9	132
10	134
11	135
12	135
13	136
14	137
15	138
16	138
17	138
18	140
19	143
20	143
21	146
22	147
23	148
24	149
25	150
26	151
27	151
28	151
29	152
30	152
31	153
32	155

33	158
34	160
35	162
36	162
37	164
38	167
39	170
40	170
41	172
42	175
43	176
44	176
45	180
46	180
47	180
48	182
49	188
50	198

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 10 = 50.1$$

Since the position found is not integer, the method of interpolation needs to be used. The 10% percentile is located between the values in the positions 50 and 51. Those values, based on the data organized in ascending order, are 133 and 133.

The value of $50.1 - 50 = 0.1$ corresponds to the proportion of the distance between 133 and 133 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{ 10\}} = 133 + 0.1 \times (133 - 133) = 133 \quad P_{10} = 133 + 0.1 \times (133 - 133) = 133$$

This completes the calculation and concluded that $P_{\{ 10\}} = 133$ $P_{10} = 133$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 20 = 100.2$$

Since the position found is not integer, the method of interpolation needs to be used. The 20% percentile is located between the values in the positions 100 and 101. Those values, based on the data organized in ascending order, are 138 and 138.

The value of $100.2 - 100 = 0.2$ corresponds to the proportion of the distance between 138 and 138 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{ 20\}} = 138 + 0.2 \times (138 - 138) = 138 \quad P_{20} = 138 + 0.2 \times (138 - 138) = 138$$

This completes the calculation and concluded that $P_{\{ 20\}} = 138$ $P_{20} = 138$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 30 = 150.3$$

Since the position found is not integer, the method of interpolation needs to be used. The 30% percentile is located between the values in the positions 150 and 151. Those values, based on the data organized in ascending order, are 142 and 142.

The value of $150.3 - 150 = 0.3$ corresponds to the proportion of the distance between 142 and 142 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{30\}} = 142 + 0.3 \times (142 - 142) = 142 \quad P_{30} = 142 + 0.3 \times (142 - 142) = 142$$

This completes the calculation and concluded that $P_{\{30\}} = 142$ $P_{30} = 142$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 40 = 200.4$$

Since the position found is not integer, the method of interpolation needs to be used. The 40% percentile is located between the values in the positions 200 and 201. Those values, based on the data organized in ascending order, are 145 and 145.

The value of $200.4 - 200 = 0.4$ corresponds to the proportion of the distance between 145 and 145 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{40\}} = 145 + 0.4 \times (145 - 145) = 145 \quad P_{40} = 145 + 0.4 \times (145 - 145) = 145$$

This completes the calculation and concluded that $P_{\{40\}} = 145$ $P_{40} = 145$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 50 = 250.5$$

Since the position found is not integer, the method of interpolation needs to be used. The 50% percentile is located between the values in the positions 250 and 251. Those values, based on the data organized in ascending order, are 150 and 150.

The value of $250.5 - 250 = 0.5$ corresponds to the proportion of the distance between 150 and 150 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{ 50\}} = 150 + 0.5 \times (150 - 150) = 150 \quad P_{50} = 150 + 0.5 \times (150 - 150) = 150$$

This completes the calculation and concluded that $P_{\{ 50\}} = 150$ $P_{50} = 150$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 60 = 300.6$$

Since the position found is not integer, the method of interpolation needs to be used. The 60% percentile is located between the values in the positions 300 and 301. Those values, based on the data organized in ascending order, are 153 and 153.

The value of $300.6 - 300 = 0.6$ corresponds to the proportion of the distance between 153 and 153 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{ 60\}} = 153 + 0.6 \times (153 - 153) = 153 \quad P_{60} = 153 + 0.6 \times (153 - 153) = 153$$

This completes the calculation and concluded that $P_{\{ 60\}} = 153$ $P_{60} = 153$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 70 = 350.7$$

Since the position found is not integer, the method of interpolation needs to be used. The 70% percentile is located between the values in the positions 350 and 351. Those values, based on the data organized in ascending order, are 159 and 159.

The value of $350.7 - 350 = 0.7$ corresponds to the proportion of the distance between 159 and 159 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{70\}} = 159 + 0.7 \times (159 - 159) = 159 \quad P_{70} = 159 + 0.7 \times (159 - 159) = 159$$

This completes the calculation and concluded that $P_{\{70\}} = 159$ $P_{70} = 159$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 80 = 400.8$$

Since the position found is not integer, the method of interpolation needs to be used. The 80% percentile is located between the values in the positions 400 and 401. Those values, based on the data organized in ascending order, are 165 and 165.

The value of $400.8 - 400 = 0.8$ corresponds to the proportion of the distance between 165 and 165 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{80\}} = 165 + 0.8 \times (165 - 165) = 165 \quad P_{80} = 165 + 0.8 \times (165 - 165) = 165$$

This completes the calculation and concluded that $P_{\{80\}} = 165$ $P_{80} = 165$.

$$\text{Percentile Position} = 100(n+1)P = 100(500+1) \times 90 = 450.9$$

Since the position found is not integer, the method of interpolation needs to be used. The 90% percentile is located between the values in the positions 450 and 451. Those values, based on the data organized in ascending order, are 173 and 173.

The value of $450.9 - 450 = 0.9$ corresponds to the proportion of the distance between 173 and 173 where the percentile we are looking for is located at. In fact, we compute

$$P_{\{90\}} = 173 + 0.9 \times (173 - 173) = 173 \quad P_{90} = 173 + 0.9 \times (173 - 173) = 173$$

This completes the calculation and concluded that $P_{\{90\}} = 173$ $P_{90} = 173$.

Table showing the psychometric properties of the Scale

Mean	152.17
SD	17.07
Median	150
Minimum	117
Maximum	244
P10	133
P20	138
P30	142
P40	145
P50	150
P60	153
P70	159
P80	165
P90	173

The lowest score obtained on the Professional Commitment Scale was 63 and the highest score obtained was 252. The norms established in the present study may be applied in comparing the professional commitment of other teachers from the population. The individual teacher can be placed in a particular group and from this it can be judged how far the individual is professionally committed

4. Summary and Conclusion

The findings support Teacher Commitment as a multidimensional construct with its four underlying dimensions:

- (a) Commitment to learners,
- (b) Commitment to Teaching,
- (c) Commitment to the Institution and
- (d) Commitment to Community

The valid results of four dimensional measures of Student Teacher Professional Commitment are ensured with the poor initial items having been eliminated using the rigorous statistical techniques. The findings subsequently convince the proposed integration based on the existing conceptualizations of Teacher Commitment such as Billingsley (1993), Firestone and Rosenblum (1988), and Louis (1998) in a more comprehensive manner reflected in the four dimensions mentioned. As such it can be drawn that the proposed integrated conceptualization of Student Teacher Commitment transforms the new knowledge in Teacher Commitment literature based on the present empirical findings.

The validated questionnaire can be suggested to be used as an evaluative tool to assess the level to which Student teachers are committed to their career covering students' learning, teaching, school, and Profession. Importantly, knowing the level of these four aspects of Teacher Commitment would facilitate the school administrators to identify the factors that influence teachers' quality of work life and school Effectiveness Tool aims to measure the professional commitment of student teachers will be very much useful for the present scenario where all facets of

education are now getting criticized for the sake of quality in all its spheres. Quality can also be achieved by committed teachers. So the researcher hopes that this tool measures the professional commitment of student - teachers to a certain considerable extent and will be useful for the teaching community in particular as well as for the Educational planners and administrators.

There are countless researches regarding professional commitment and teaching effectiveness. Professional commitment plays a significant role in teaching effectiveness. If professional commitment will be high then teaching will be effective Malik, et al. (2013) & Jamwal, (2017). In similar line Shukla (2014) examined that competency and commitment of teachers is related with attitude towards the profession and with his job satisfaction. Another study by Mishra (2011) investigated on teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers. Results revealed that institutional commitment, job satisfaction and teacher effectiveness were correlated significantly and positively with each other. Moreover, Bala, et al. (2016) carried out the study on teaching effectiveness in relation to work motivation. The result shows that teaching effectiveness and work motivation correlated negatively. Further, Bashir, (2017) investigated the relationship between job satisfaction with professional commitment. The result shows that job satisfaction and professional commitment correlated significantly and positively with each other. In addition, another study carried out by Tahir & Batool, Anwer, (2012) and Beri & Beri (2016) show that there is a strong association between age and professional commitment. It is concluded that affective commitment comes with age and teaching experience (Iqbal, & Ibrahim, 2015). Bala, (2017) conducted a study on relationship between teacher effectiveness with emotional intelligence. The result shows that teacher effectiveness and emotional intelligence are correlated each other. Another study by Basu, (2016) and Usha & Sasikumar (2007) studied on job satisfaction and professional commitment among secondary school teachers. The result shows that there exists positive correlation between job satisfaction and professional commitment.

Teacher commitment is a motivational force that inspires teachers to invest more time and energy in student achievement. This willingness of promoting student accomplishment inspires teachers to seek ways to enhance teaching profession and establish an effective learning environment to allow students to reach their goals. Teacher commitment is a crucial factor that impacts student achievement. Committed teachers devote themselves to their students, school and teaching profession. When teachers are involved in developing their teaching profession, they can influence student accomplishment. Teachers with high level of commitment also motivate students to involve in school activities. Once students take part in learning activities, they stand a better chance to develop their achievement. Passionate teachers love the job they are performing. They care about the development of their students and constantly seek for new ideas to better their learning. Passionate teachers are aware of things around them and reflect on them skillfully in their job. They take their job seriously and are very sensitive about habits their students develop. They work cooperatively with their colleagues and students and engage their students in the learning process.

Commitment to the teaching will directly and positively contribute to the teaching methodology, comprehension, personality, characteristics and attitudes of the educators. The teachers equipped with commitment, passion and enthusiasm will be role models for not only the learners and but also for their colleagues. Even, it can be said that learning environments are shaped by these education implementers who seek for more. Commitment has a key function in terms of success in education. Within this context, it can be concluded that our lives are better shaped by those teachers with passion and enthusiasm. The commitment to their profession ignites the passion, desire and motivation within them. Metaphorically, speaking while they are burning in positive meaning, they burn the things and the persons -students and the colleagues- around them. The success, that is why, is not a matter of problem for such educators and for their students. Committed teachers have direct impact upon their students and the profession of teaching.

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APPENDIX

PROFESSIONAL COMMITMENT OF STUDENT-TEACHER SCALE

NAME:

SEX:

Please check on a Four point scale of agreement of all the following statements Respond to each item according to how much you agree the statement is true. Tick (☒) the appropriate boxes

Professional commitment of student-teachers scale					
S.No	ITEMS	Strongly agree	Agree	Disagree	Strongly disagree
1.	I recognize individual differences among pupils and seek to meet their individual needs				
2.	I respect children and their rights, showing a sympathetic and positive attitude towards them				
3.	I meet learners' needs by providing a variety of teaching methods, including direct instruction, grouping students, and rearranging the groups as needed				
4.	I take steps to ensure that I don't marginalize or exclude any student because their beliefs differ from mine.				
5.	I feel morally committed to my students				
6.	All students can succeed and it is my mission to ensure their success.				
7.	It is my responsibility to ensure good social relations among my students.				
8.	I feel obliged to mediate among the rival groups of the students.				
9	I will concern with promoting students intellectual development.				
10	I will encourage students for an active learning.				

11	I will motivate the students to motivate various task.				
12	I will guide the students' while they are in trouble.				
13	Not only during school hours, but always and everywhere I am ready to help the students and improve them during my internship.				
14	If for any reason I am absent from my internship period, I will compensate.				
15.	My relationship with my students is an emotional one with mutual respect.				
16.	My students are as members of my family.				
17.	My relationship with my students is moral humane relation beyond the regulations.				
18.	I do not like to come early or stay back whatever be the needs of the learners.				
19.	I used to be more ambitious about my work than I am now.				
20.	Sometimes I lie awake at night thinking ahead to the next day's work				
21.	I enjoy teaching.				
22.	If I could get a job different from being a teacher and paying the same amount, I would take it.				
23.	If I could do it all over again, I would not choose to work in the teaching profession.				
24.	I am disappointed that I ever entered the teaching profession.				
25.	The best decision that I have ever made was to become a teacher.				
26.	I would strongly recommend my profession as a career.				
27.	I will use different types of teaching method according to the student's needs..				
28	I have full authority on the subject, I am teaching				
29.	I am well prepared when I come for teaching.				
30.	I admit my mistakes, pointed out by my students.				
31.	I listened patiently, even the irrelevant, question of the students and try to solve them.				

32.	It is very cumbersome to check all homework note books regularly.				
33.	I communicate the subject matter clearly before the students.				
34.	I am honest to my Institution				
35.	My colleagues have high standards of work and committed to this Institution.				
36.	I don't think I want to work anywhere except here.				
37.	My career goals are important to my organization				
38.	My organization inspires me to give my best shot at work.				
39.	I feel no loyalty towards the Institution.				
40.	For the success of my institution, I am ready to try more than expected from me.				
41.	I do not feel so much attached to my institution.				
42.	To stay with the institution, I am ready to accept task entrusted to me.				
43.	I am proud to tell others that I am a member of this institution.				
44.	I cannot feel myself as a member of a family in this institution.				
45.	For my professional success and achievement, I am very much indebted to this institution				
46.	I engage myself for the up liftment of neighbouring community.				
47.	I really feel the institutional problems are my own problems				
48.	Emotionally, I am not attached to this Institution.				
49.	I find it is difficult to agree with this Institutions' policies on important matters relating to its employees				
50.	I talk up this Institution to my friend as a great institution to work for				
51.	I find that my values and my institution's values are very similar.				
52.	I think that teachers can bring change in society.				

53.	I do not like to be involved in out –reach activities.				
54.	I spend a lot of my time in community related activities. .				
55.	I engage myself for the up liftment of neighbouring community.				
56.	I prefer to do projects to contribute to societal well-being				
57.	I always teach on importance of keeping the surroundings of our homes clean.				
58.	I promote the importance of education among parents particularly those in rural areas				
59.	I prefer to be part of the adult education programmes organized to educate adults who have not had an opportunity to go to schools in their childhood				
60.	I am interested in rural folk need awareness programmes regarding vaccination, woman’s health, cleanliness in and outside home, contagious disease personal hygiene, etc				
61.	I Participate in in National literacy campaigns				
62.	I take interest in outreach activities organised in my institution.				
63.	I always in favour of Preserving and transferring cultural heritage				